

English 1A: Scoring Rubric for Source-Dependent Papers Submitted Late in the Course

	No Evidence (1)	Inadequate Evidence (2)	Adequate Evidence (3)	Clear Evidence (4)
Quotation	The essay fails to employ quotation from source material correctly and clearly. Quotations (if they appear at all) are badly chosen and/or badly integrated into the essay.	The essay only occasionally employs quotation from source material correctly and clearly. Quotations are rarely chosen effectively or integrated into the essay correctly and coherently.	The essay often employs quotation from source material clearly and correctly to support claims. Quotations are often (though not always) chosen effectively, and integrated into the essay correctly and coherently.	The essay consistently employs quotation from source material clearly and correctly to support claims. Quotations are always (or almost always) chosen effectively and integrated into the essay correctly and coherently.
MLA Conventions	The essay fails to employ the MLA system of parenthetical source citations correctly or at all. Its Works Cited page is missing, or if present, it contains many major formatting errors.	The essay employs the MLA system of parenthetical source citations unevenly and/or incorrectly. Its Works Cited page contains frequent minor errors and occasional major errors in formatting.	The essay employs the MLA system of parenthetical source citations with sufficient correctness. Its Works Cited page is adequately formatted.	The essay employs the MLA system of parenthetical source citations with nearly complete correctness. Its Works Cited page is correctly formatted or nearly so.
Conventions of Written English	The essay contains frequent major and minor errors in syntax, grammar, punctuation, diction, and spelling. An unintelligible essay.	The essay contains frequent minor errors and occasional major errors in syntax, grammar, punctuation, diction, and spelling. An often unintelligible essay.	The essay contains occasional minor errors but almost no major errors in syntax, grammar, punctuation, diction, and spelling. A largely intelligible essay.	The essay is almost entirely free from errors in syntax, grammar, punctuation, diction, and spelling. A highly intelligible essay marked by language that is consistently clear and precise.
Topic	The essay does not address a suitable late-1A topic. It may be a report, an “all about” paper, with no clear issue or problem in view. It may attempt far too broad or complex topic, impossible to treat adequately given its length. If it addresses an issue or problem at all, the issue or problem may be vague or simplistic.	The essay does not quite address a suitable late-1A topic. The topic may be somewhat too broad or complex; the issue or problem addressed in the essay may be inadequately defined, or not sufficiently challenging, or not clearly debatable.	The essay addresses a suitable late-1A topic—though perhaps only marginally suitable. The topic is narrow enough to be covered adequately. The essay addresses an issue or problem that is adequately defined, reasonably complex, and debatable.	The essay addresses an appropriately narrow and sufficiently challenging topic. It may attempt to defend a position on a debatable issue (or simply review and analyze such positions). It may attempt to synthesize the current best thinking on a problem and/or identify a problem and offer possible solutions. It may attempt to offer an answer—or possible answers—to a complex question. It is not a report.
Response to Topic	The essay represents a very superficial level of intellectual engagement with its topic. It may fail to recognize the topic’s complexities. It may fail to understand and critically evaluate sources. It may fail to display a sense of purpose. It does not pursue a clear, consistent line of reasoning.	The essay represents an inadequate level of intellectual engagement with its topic.	The essay represents an adequate level of intellectual engagement with its topic.	The essay represents a high level of intellectual engagement with its topic. It recognizes the topic’s complexities; it understands and critically evaluates its sources; it displays a strong sense of purpose. It pursues a clear and consistent line of reasoning.